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ABSTRACT

This final report describes the purpose, background, goals, and accomplishments of the Building Better Boards for Community Organizations (BBB) project, a 3-year effort to strengthen the skills of citizen boards of nonprofit organizations through the establishment of board development/leadership programs at community colleges. First, a discussion of the project's purpose examines the organizational and community role of individuals serving on boards and explains how the BBB project emerged in response to the need for trained board leadership. Next, a section on project background provides information on the original Kellogg Community College training project; a subsequent award to the American Association of Community and Junior Colleges to develop the project on a national basis; the selection of the BBB's seven regional demonstration sites; and the establishment of a national advisory committee. The report then outlines the project's goals and accomplishments with respect to the development and implementation of community-based training programs; the establishment of a network of over 100 community colleges to offer programs for board members; and the assessment of the impact of training. Next, answers are provided for the most frequently asked questions about the BBB. Program evaluation findings and lists of participating colleges, the project advisory committee members, and project staff conclude the report. (LAL)

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Building Better Boards

FOR COMMUNITY ORGANIZATIONS

FINAL REPORT

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JC 840 482

American Association of Community and Junior Colleges

BUILDING BETTER BOARDS FOR COMMUNITY ORGANIZATIONS

A Project Funded by the W. K. Kellogg Foundation

THIRD YEAR FINAL REPORT
March 1, 1981 - June 30, 1984

Prepared by Carol A. Caparosa

June 30, 1984

ACKNOWLEDGEMENTS

Hundreds of individuals throughout the country have assisted in shaping the Building Better Boards project. Although space does not permit a complete listing, I would like each of them to know how much their contributions have helped. Gratitude is expressed to the many local citizens who serve on the project advisory committees of each participating college and to the volunteer board members who participate in the board development services. Special appreciation is offered to the local volunteer organizations that contribute their resources to establish cooperative arrangements with the participating colleges.

Members of the national advisory committee, participating college coordinators, and presidents deserve special recognition. Their interest, support, contributions, and commitment aided in fully developing the project.

Finally, personal thanks and credit are extended to James R. Mahoney, of AACJC, who participated in several discussions regarding the design and content of this report, and carefully reviewed and edited the final manuscript.

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PROJECT PURPOSE

The Building Better Boards for Community Organizations project (BBB) is based on the premise that individuals serving in a volunteer capacity on boards of directors of nonprofit organizations are leaders within their communities, and that the decisions they make affect not only the organizations they govern, but also the entire community.

Nelly Hartogs and Joseph Weber, in *Boards of Directors: A Study of Current Practices in Board Management and Board Operations in Voluntary Hospital, Health and Welfare Organizations*, describe boards—those groups of volunteers giving themselves to a good cause--as one of the oldest devices of democracy. They further state that boards have brought about great social change and have significantly altered the quality of life for millions of their fellow citizens. Boards of directors have built churches and schools and libraries and museums; and they have broadened, deepened, and extended the involvement of private citizens in virtually every area affecting the public well-being.

It is estimated that there are more than 10 million volunteer board members of nonprofit community organizations in this country today. Almost all federally assisted programs require some type of citizen participation, and by virtue of law, charter, or affiliation, many private agencies are mandated to have a voluntary board of directors.

Board members contribute their time, money, and skills to improve the services of the organizations they govern. All types of people should—and do—serve on boards. Boards need a combination of talents and should represent the community.

An organization's impact on the community and its ability to respond to unmet needs are changing as greater demands are placed upon the nonprofit sector. As previously available financial resources diminish, even more pressure is exerted on this sector. Some organizations are fighting for their existence, and "collaboration" and "elimination of service duplication" are words and phrases frequently overheard in the voluntary, nonprofit sector.

In light of these changes and demands, it is not surprising that educators and board members themselves began searching for more effective ways to operate and conduct the business of nonprofit organizations.

Recognizing the need for trained board leadership, the W. K. Kellogg Foundation—historically known for its commitment to education, volunteerism, and leadership—awarded a three-year grant in 1981 to the American Association of Community and Junior Colleges (AACJC). The grant funded the "Building Better Boards for Community Organizations" project. The project is designed to strengthen the skills of citizens boards of nonprofit organizations through the establishment of board development/leadership programs in community colleges throughout the country.

The Building Better Boards project requires colleges to work in close cooperation with other community organizations. There is already encouraging evidence that colleges are developing such skills. The Community Education program and the Policies for Lifelong Learning program (two recent AACJC/W. K. Kellogg Foundation programs) surveyed community colleges to determine the number and variety of cooperative arrangements they have with other community agencies.

The data show that the average community college has 100 such working arrangements.

The Building Better Boards project truly illustrates the mission and capabilities of community colleges in the 1980's. It encompasses all elements of community development, as practiced by community colleges. It also serves a vital need of many community colleges: to enlist or renew the personal interest and involvement of top community leaders in the programs of the colleges. The Building Better Boards project achieves community development by way of individual human development through continuing education.

PROJECT BACKGROUND

The Building Better Boards project is a spin-off of an earlier effort that originated at Kellogg Community College in Battle Creek, Michigan, in 1977. Several key leaders from the Battle Creek community believed there were many individuals serving on boards who were either unsure of their responsibilities or who, given training, could become more effective in their positions. The college established a local advisory committee and conducted a needs assessment. The assessment identified over 400 boards in the Battle Creek area alone. Also, it surfaced many training needs.

In response to the training needs, Kellogg Community College developed and piloted a board training program in the form of a seminar. Dr. Cyril Houle, a well-known educator from the University of Chicago and author of *The Effective Board*, was enlisted as a resource person and seminar facilitator. As word of the seminar spread in the community, a waiting list for it formed. Those who attended rated it extremely helpful and worthwhile, and follow-up services were requested. Given the success of the program in Battle Creek, college officials felt that it would work well in other communities. The college contacted other colleges in Michigan and provided materials and training to implement the seminar.

The funds awarded to AACJC in 1981 were to continue the efforts started by Kellogg Community College and further develop the project on a national basis.

The community college BBB programs were to provide community organization boards with structured seminars, workshops, or other activities designed to develop their skills in directing their organizations. The project was designed to be implemented on a national basis through the use of regional demonstration colleges. Program delivery would then be expanded to involve other colleges through a network coordinated by the regional centers and AACJC.

A project office was established at AACJC in the spring of 1981. To begin the project, AACJC requested proposals from the field in order to select colleges to serve as regional demonstration sites. The criteria the national office used to select the regional centers included: 1) the institution's commitment to working with community volunteer organizations, 2) the college's prior experience in the development and implementation of services to community volunteer organizations, 3) the willingness of community volunteer organizations to cooperate with the regional center and support project goals, 4) willingness to commit the necessary resources to organize the program and publicize the program, and 5) demographic uniqueness.

From a total of 70 applications, seven colleges from five regions throughout the country were selected to serve as regional demonstration centers. The selected colleges were distinct and included large metropolitan districts; smaller, somewhat isolated rural colleges; technical colleges; and colleges in medium-sized towns and cities.

Each regional center was to design, implement, and evaluate various training activities in its community. Following these activities, the college was to develop a program delivery model that could be used by other colleges to replicate the project. In addition, each regional center was responsible for training at least 20 additional colleges to implement the project. Eventually, the Building Better Boards project would be in operation in approximately 100 communities throughout the country.

The seven regional demonstration colleges are named below:

Northeast Region

Community College of Allegheny County
College Center North
1130 Perry Highway
Pittsburgh, PA 15237

President: John Kraft
Program Coordinator: Patricia Schwartz

North Central Region

Kellogg Community College
450 North Avenue
Battle Creek, MI 49016

President: Richard Whitmore
Program Coordinators: Frank Crookes
Marjorie Weil

Southern Region - Consortium

Trident Technical College
P.O. Box 10367
Charleston, SC 29411

President: William Orth
Program Coordinator: Mary Jolley

Piedmont Technical College
Emerald Road - Drawer 1467
Greenwood, SC 29646

President: Lex Walters
Program Coordinators: Robert Wood
Elaine Fontana

Mountain Plains

Colorado Mountain College
3000 114 Road
Glenwood Springs, CO 81602

President: F. Dean Lillie
Program Coordinators: Lindy Doughan
Linda Kirwan

Far West Region - Consortium

Marin Community College District
835 College Avenue
Kentfield, CA 94904

President: Irwin Diamond
Program Coordinator: Marilyn Crowell

Vista College
(Peralta Community College District)
2020 Milvia Street
Berkeley, CA 94704

Chancellor: Donald Godbold
Program Coordinator: Kathleen Brown

During the first year of the project, a national advisory committee was established to provide advice and direction to the project director. The committee was composed of the presidents from the regional demonstration colleges and national leaders in the volunteerism movement. The advisory committee members and other officials associated with the management of the project are listed on page 27.

PROJECT GOALS AND ACCOMPLISHMENTS

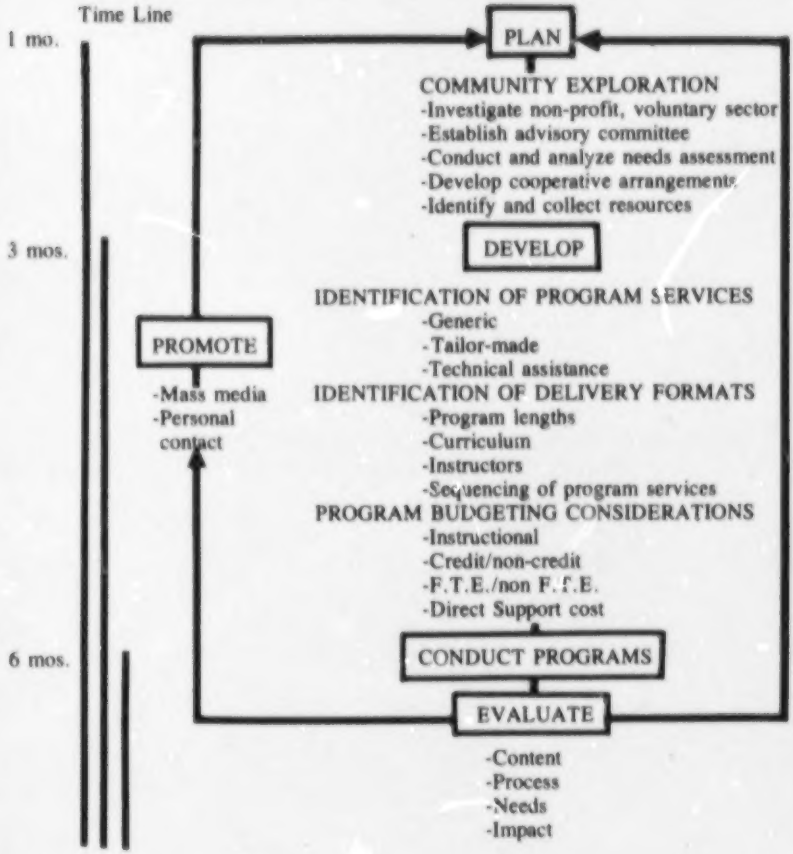
The major project goals were related to the following: 1) developing and implementing community-based board training programs; 2) establishing a network of at least 100 community colleges that would offer programs for volunteer board members; and 3) determining the impact that board training programs were having upon individual board members, community organizations, and community colleges.

Goal accomplishments are highlighted below.

Goal 1: To develop a model for establishing board development programs that can be replicated by other colleges.

Accomplishments: A program delivery model that outlines a comprehensive plan for establishing board development services was created by the regional center colleges and was successfully replicated by the newly selected colleges. The delivery model was developed during the early part of the second project year at a planning session involving the regional center coordinators. Based upon their activities during the first year, the regional center colleges pooled their experiences and knowledge in program offerings, training materials, trainers, community interaction, marketing strategies, evaluation methods, and needs assessment strategies. From this pool of resources was created the program delivery model. It is outlined on the next page.

PROGRAM DELIVERY MODEL



Input from the community, especially volunteer board members and staff of non-profit organizations, is central to the implementation of each component. The minimal length of time for implementing the model is six months.

Goal 2: To establish a Building Better Boards project in 100 communities throughout the country.

Accomplishments: A total of 134 colleges (including the seven regional center colleges) are currently participating in the BBB project. The response to inviting colleges to apply in each region was overwhelming, and the number of additional colleges that were recruited exceeded the project goal by almost 30 percent.

In order to manage the number of colleges being selected at one time and to evaluate and revise, when necessary, both the recruitment and dissemination activities for each region, the recruitment process was staggered. Colleges from the North Central and Northeast regions were recruited during the period from December 1982 through February 1983. Colleges from the Southern region were recruited from April 1983 to June 1983, and colleges in the Mountain Plains and Far West regions were recruited during the period of June 1983 through August 1983.

In order to participate in this phase of the BBB project, colleges were required to complete an application form. The criteria used for selecting the additional individual colleges included the institution's experience in providing training services for boards of directors, volunteer groups, and community organizations, as well as the institution's availability and willingness to utilize college resources. Also, as part of the application packet, colleges were informed that if they were selected they would be expected to fulfill the following participation requirements:

1. Appoint a BBB Coordinator who will give the program local coordination and support. (Approximate time commitment was 25-30 hours per month.)
2. Attend a dissemination workshop sponsored by the regional demonstration college and the AACJC project office. (Travel cost were assumed by the newly selected colleges. Workshop costs were assumed by the BBB project.)
3. Develop a community advisory committee and conduct a needs assessment.
4. Offer at least three training activities (two training activities for Mountain Plains and Far West colleges since they were the last regions to be recruited and were provided with less time to complete the requirements), and develop one cooperative arrangement with a community organization.
5. Submit required reports to the AACJC project office. (The reports included coordinator's monthly report form, program evaluation summaries, and summary of needs assessment).

In turn, the colleges that were selected would receive the following from the regional demonstration college and the AACJC project office:

1. Program development and implementation assistance. The regional center colleges and the AACJC project office would host dissemination workshops to train newly selected project coordinators to implement the BBB project.
2. A "how-to" manual including sample needs assessments, promotional activities, course outlines, etc.
3. Board development resource materials (books, pamphlets, etc.)
4. Annotated bibliography of board development resource materials
5. *The Board Report* - The Building Better Boards newsletter
6. Technical assistance and consultation from the AACJC project office and regional center college
7. Opportunities to establish linkages with national and local volunteer organizations, and
8. Opportunities to establish networks with other participating colleges.

Goal 3: To evaluate the impact that the programs had upon individual board members, community organizations, and community colleges.

Accomplishments: Evaluation was an integral part of the BBB project. A evaluation reseach plan was developed by a consultant from the Formative Evaluation Research Associates in Ann Arbor, Michigan, and implemented by the AACJC/BBB project staff and regional center coordinators during the second and third years of the project.

As part of the evaluation research plan, several data sources were surveyed to determine the impact that the project was having upon individual board members, community organizations, and community colleges. The data sources that were surveyed were as follows:

1. Regional center college coordinators
2. Program faculty
3. Program participants
4. College presidents
5. Community leaders

In general, all of the data sources that were surveyed indicated that the BBB project was needed and had had a positive impact on all those target groups. Some of the primary findings of the evaluation studies are presented below.

- The BBB project works—ninety-one percent of the participants taking classes had a positive experience with the college and feel that they are more effective board members because of their training.
- The BBB project is positive—most people want more involvement.
- The BBB project attracts a new population to the college—sixty-one percent of the people who attended BBB courses had never attended a class at the college before.

- The BBB project needs to increase its marketing and public relations efforts.
- Training an entire board is more productive than training one or two members from the board.

The selected quotes below demonstrate the impact the training has had upon several board members.

"Provided new information; used relevant material; will help me organize my board work better; great ideas to put into practice."

Participant
Generic Training Program
John Wood Community College
Quincy, IL

"Good, cohesive feelings come out of a session like this - helps blend old and new board members into a team - was very educational for me in terms of my responsibilities as a board member."

Participant
Tailor-Made Training Program
Modesto Junior College
Modesto, CA

"I can see why our board is experiencing problems and I see now what way we can start to solve them."

Participant
Generic Workshop
Central Ohio Technical College
Newark, OH

The evaluation findings provide useful feedback. They assist the college coordinators in developing more effective future programs. Besides implications for future training activities, the project's evaluation findings also contribute to the field of leadership development. They generated important new information on board member perceptions of their own training needs, and on volunteer board member profiles, including their sex, age, affiliations and other details that are useful in more effectively responding to their development as board leaders. Highlights of the evaluation findings and statistical summaries are in Appendix section of this report.

QUESTIONS AND ANSWERS:

Most Frequently Asked Questions About The BBB Project

The AACJC project office received numerous inquiries about the BBB project. The inquiries were received from community colleges, community organizations, other volunteer leadership service providers, individual board members, and students studying the area of trusteeship and the governance of nonprofit organizations. Generally, similar questions were asked about the project.

The purpose of this section is to state some of these repeated questions and provide brief responses to them. This format is designed to offer a more intimate and fuller view of key project elements.

Q. *How is the community involved in BBB programs?*

A. The community is actively involved in establishing BBB programs. In fact, the program delivery model that each college follows to establish a BBB project has as its basis community involvement. Input from the community, especially volunteer board members and staff of nonprofit organizations, is central to the implementation of each area.

For example, within the planning component of the program delivery model, each college must begin by exploring its community. The elements of community exploration within the program delivery model include the following:

1. Investigate the nonprofit, voluntary sector, 2) establish an advisory committee, 3) conduct and analyze findings from a needs assessment, 4) develop cooperative arrangements, and 5) identify and collect resources. In the investigation of the nonprofit community in their area, colleges ask:

    - Who are the nonprofits in our community?
    - Where are they located in our community?
    - What do they do?
    - What do they need?
    - What type of board training is available?
    - Who is doing the training and what materials are being used?

As these questions and others were being answered, the participating colleges established local advisory committees in order to obtain consumer input into the BBB programs. Members of the local advisory committees assist the college project coordinator in determining BBB activities, promoting programs, and evaluating BBB services.

Some of the kinds of organizations represented on the local advisory committees are as follows:

- County Labor Council
- Area Council of Churches
- Audubon Society

- Campfire Girls
- County School System
- Filipino Speaking Council
- Junior League Inc.
- Kiwanis Club
- League of Women Voters
- United Way
- Urban League
- Volunteer Action Center

In addition, the colleges solicited community input about the needs of volunteer board members by conducting needs assessments. A variety of methods were utilized, ranging from formal written surveys that were mailed to several hundred organizations to informal brainstorming sessions with advisory committee members and selected board leaders.

Q. *Was there any information about the needs of board members that was consistently identified in the local needs assessments?*

A. Many similar needs surfaced in all of the assessments regardless of the size or type (urban, rural, suburban) of the community in which the assessment was done. In general, the following organizational and skill needs were consistently identified as very important by board members:

- Roles and responsibilities of board members
- Fundraising
- Financial management
- Legal implications of boardmembership

Q. *What types of activities did the colleges offer?*

A. The participating colleges offered a variety of programs within three major categories. The colleges presented generic workshops designed to meet the general and common needs of board members on such topics as: legal liabilities of boardsmembership; fundraising; evaluating board performance; problem solving and long-range planning; media relations; grantsmanship; financial management; board and staff relations; and committee structure, among others. Some generic programs were designed for specific categories of individuals within a board of directors or types of organizations (e.g., program for board presidents, secretaries, chairpersons, arts organizations, etc.). Generic workshops were usually two to three hours in length, and several colleges developed a series of topical workshops, each two to three hours in length, for a total of approximately 12 hours.

Colleges also offered tailor-made programs designed to meet the specific needs of individual boards of directors. Although each tailor-made program is different, a process for designing tailor-made programs was developed by the regional center coordinators and shared with the newly selected colleges during the dissemination workshops. Tailor-made programs generally ranged from one-day workshops to weekend retreats.

The colleges also provided technical assistance to community volunteer boards upon request. Some examples of the technical assistance the regional centers provided include the following:

- Organizing a nonprofit organization; provided information on writing by-laws, charters, and the process of incorporation.
- Observing the board meetings of a newly formed organization for several months and working individually with the board president in preparing and conducting meetings; assisting in structuring committees and identifying a format for committee reports.
- Facilitating a board of directors ad-hoc self-study committee, a committee that was preparing to apply for several grant funds and was undergoing a self-study process to ensure that the organization would present itself accurately to funding sources.
- Developing a board assessment questionnaire, an organizational development tool designed to help boards of directors identify their strengths, problems areas, and the steps they need to take to be more effective.

Q. *What types of people attend **BBB** programs and what organizations do they represent?*

A. The range of organizations and individual board members that this project served is broad. The project is applicable to and has served a variety of organizations: social service agencies, health-related agencies, civic organizations, arts groups, religious organizations, educational organizations, governmental groups, and neighborhood organizations. The most frequently participating groups are social service agencies, health related agencies and civic organizations. Some of the organizations that have attended various board development programs are as follows:

American Association of Retired Persons	American Cancer Society
Animal Rescue League	Association of Retarded Citizens
Chambers of Commerce	Carbondale Economic Development Corporation
Carnegie Symphony Orchestra	Council on Child Abuse and Neglect
Charleston Arts Council	Grand River Hospice
Ensemble Theatre of Marin	Junior League, Inc.
Junior Achievement	National Meals Program
National Council of Jewish Women	Old Fort Fire Station
Neighborhood Watch	United Way of South Carolina
United Methodist Church	YWCA
Women's Way	Zoo Commission

It is estimated that approximately 10,000 organizations have been impacted since data collected indicate that, on average, board members participating in BBB activities serve on the board of directors of at least two local community organizations.

Individuals who serve in a governing, as well as in an advisory capacity have participated in project activities. Elected and/or appointed officials serving on governmental boards and/or commissions have also been involved in training programs.

Almost 7,000 individuals have participated in BBB programs. The details below provide a sketch of these individuals.

- Thirty-four percent of the participants are executive staff and/or potential board members, consultants, etc., of a nonprofit organization.
- The majority (68%) of the people who enrolled in BBB programs have previous board experience.
- Sixty-eight percent of the participants are female. (After obtaining this information, several colleges designed successful programs specifically for women as board leaders.)
- The age of most of the participants is between 30 and 49. The next largest age group is 50 years old or older.
- The majority (64%) of people attending the BBB programs have a college and/or post graduate degree.

Q. *What are the characteristics of the colleges that were selected?*

A. Forty percent of the colleges selected serve rural areas, and sixteen percent of the colleges serve both urban and suburban areas. Twenty-eight percent of the colleges serve communities that include a combination of urban, suburban, and rural areas.

The North Central region has the most colleges with a total of 33. The Northeast and Southern regions have 27 colleges each, and the Mountain Plains region has 21 participating colleges. The Far West region has 19 participating colleges. The geographic and cultural boundaries of the project were broadened during the Mountain Plains and Far West regions' recruitment. One Canadian college is participating in the project, and within the United States, three Alaskan colleges are participating, as well as two colleges that serve Indian reservations.

The majority of the colleges selected had experience working with community organizations; however, very few had experience developing programs specifically for board members.

The majority of the colleges administer the project from the continuing education/community services department. Other departments in which the project is administered include the president's office, office of resource development, and the office of student affairs. There was no significant difference in the success of the project related to the departments from which they were managed. However, staff analysis of this information indicated that three important elements should be considered in choosing a department to administer the project. The elements are listed below.

1. The department should already have existing contacts with a variety of community organizations and/or volunteer agencies.
2. The department must have the capabilities to handle workshop logistics (i.e., scheduling, registration, etc.) or have ready access to the department responsible for workshop development.
3. The office must have regular and direct access to the president's office.

Q. *Have any factors been identified that affect the success of BBB programs within participating colleges?*

A. Several critical factors that affect the success of BBB programs within colleges have been identified by the project director, regional center coordinators, and advisory committee members. They are listed below with suggestions for avoiding problems related to them.

1. The length of time in which a college is involved in the project appears to have an effect upon its local success. The BBB project requires time to grow and to develop a regular constituency within most communities. The colleges selected from the Southern, Mountain Plains, and Far West regions were chosen during the last year of the project. One result was that many of the participating colleges in these regions were unable to develop full-fledged programs and reap program benefits during the participation time period. For future dissemination projects of this type, it is suggested that newly selected colleges be afforded at least two years, rather than one year, to implement project activities.
2. The experience level of the college in offering community service programs and their familiarity with volunteer organizations and the nonprofit sector appear to have an effect on the project. Colleges with the most experience in community service activities and nonprofit organizations were able to quickly and effectively establish BBB activities. For future dissemination projects, the design and content of the training workshops should be revised to accommodate various levels of experience.
3. The colleges' location (rural vs. urban, and the availability of resources are factors in the success of local BBB programs. Of the colleges requesting technical assistance services from the AACJC project office and regional center colleges, there is a difference in the nature of the request being made from colleges in rural areas and those in urban areas. Basically, colleges in rural areas consistently request assistance for instructional and curriculum resources as well as marketing ideas. Colleges in urban areas request assistance in the areas of collaboration and developing cooperative arrangements. Future dissemination programs and activities should respond to the unique needs of the participating colleges in both rural and urban areas.

Q. *What is the cost establishing a BBB project?*

A. The regional center colleges were provided with stipends totalling $55,000.00 for three years. In the regions that had two colleges, the Southern and Far West regions, each pair of colleges shared the stipend for that region. The majority of the funds were used as salary for the project coordinator. This position was designed to be half-time. The remainder of the funds were applied to other costs incurred in implementing the program, such as instructional fees, promotional costs, supplies, etc.

The colleges that were selected to replicate the project did not receive any direct funding. The assistance given to them by the AACJC project office and the regional center colleges was in-kind, and the services that they were provided with included training, board development resource materials, and follow-up technical assistance.

Because of variation in community college financing, it is difficult to provide specific cost amounts for the BBB project. The program costs varied among the regional center colleges, and they will vary depending upon where the project is replicated. There are, however, essential cost elements for the program. These elements as well as revenue sources are listed below. From these details, colleges should be able to establish dollar amounts consistent with costs in their areas.

The project expenses involved in establishing a BBB project include:

1. Project coordinator - 25-30 hours per month
2. Secretarial support - Approximately 3 hours per program
3. Instructional costs - Vary according to institution
4. Facilities - Applicable to "college without walls" and depends upon institution's reimbursement rate
5. Promotional costs - Include postage, printing brochures, advertising, etc.

Some suggestions for reducing expenses include bartering for services, having programs unwritten by local foundations, banks, etc., and sharing expenses with cooperating agencies.

Project income might include tuition fees and Full Time Equivalent (F.T.E.) or Average Daily Attendance (A.D.A) reimbursement, if allowable. For the colleges that are able to generate F.T.E. or A.D.A. reimbursement, the BBB project becomes an income-producing one. For colleges unable to generate reimbursement funds, the coordinator either itemizes his/her costs and charges fees accordingly, or creates bartering arrangements. For example, one regional center, located in a "college without walls," bartered with a nonprofit community organization for the use of their facility in exchange for several program registrations.

The economic realities of most community colleges today require that all programs operate on a self-sustaining or income-producing basis. Since nonprofit organizations cannot usually afford high tuition costs, the BBB activities have been offered for minimal fees. According to several participating colleges, in most situations the revenue from tuition fees pays for most program expenses (instructional, facility, promotional, supplies, etc.) However, it does not always generate enough revenue to justify fiscally a BBB coordinator. Therefore, in order to continue the project activities, some colleges are seeking to obtain local grant monies to fund a project coordinator.

In the future, it is recommended that creative fiscal management strategies be developed by "pilot" colleges and shared with other colleges in the BBB network. It is also recommended that "seed money" be provided to the participating colleges to offset start-up costs.

Q. *What are the advantages/benefits for colleges to participate in the BBB project?*

A. There are a variety of benefits to being involved with the Building Better Boards project. The following partial list was generated from the participating colleges:

- The BBB project helps strengthen the college's community-based image.
- The BBB project attracts a new population to the college.
- The BBB project provides the college with national exposure.
- The BBB project provides the college with resource materials.
- The BBB project provides the college with contacts to other colleges involved in similar programs.
- The BBB project strengthens cooperation between community organization.
- The BBB project helps the college to serve a previously unserved community need.
- The BBB project provides college access to a network of ideas and resources.
- The BBB project provides visibility in the community for the college.
- The BBB project can lead to other spin-off programs for the college.
- The BBB project helps the college identify new resources.
- The BBB project connects the college with local community leaders.

Q. *What does the future hold for the Building Better Boards project?*

A. At the request of the W. K. Kellogg Foundation, AACJC has submitted a proposal to continue the Building Better Boards project for three years. Although the project has accomplished its initial goals (and exceeded the expected outcomes in some areas), there is much more to be done. Even though opportunities exist for improving the leadership skills of citizen boards, the reality is that there are not enough services. The BBB project should continue operating in order to respond to the needs of volunteer leaders and to build upon the project's successes and evaluation findings.

The "life" of a board training program is limitless. Board members continually change, new management issues emerge, problems ebb and flow over time—all circumstances that demand consistent availability of responsive training. The BBB evaluation data indicates that 79 percent of the program participants were attending a BBB program for the first time, and 32 percent of the participants have had no previous board experience. Most importantly, however, the evaluation data show that as a result of training, board members do become more effective. These figures and information emphatically indicate that there is and will continue to be a strong market for leadership training.

The continuation proposal outlines the ways in which AACJC can build upon the success of the current BBB project by:

1. strengthening the services it currently offers;
2. assisting colleges to add services;
3. monitoring related activities at both national and local levels and sharing findings with our colleges; and
4. developing for local colleges additional practical tools that are designed to enhance the richness of their voluntary board training programs.

The participating colleges were recently surveyed by the AACJC project office. The survey was designed to obtain feedback about the effectiveness of the project's dissemination efforts, and to find out how many colleges planned to continue offering BBB programs after their commitment to AACJC was completed. Ninety percent of the survey respondents plan to continue offering BBB programs. According to the participating college's reports, the BBB project is being received favorably in most locations. The selected quotes below demonstrate the community response to the project:

"The response to the press release was excellent. As a result, three organizations are interested in a custom-tailored program."

Project Coordinator
County College of Morris
Randolph, NJ

"I am amazed at the positive response we have had to Building Better Boards. People want to help. It's a very positive concept."

Project Coordinator
Truckee Meadows Community College
Reno, NE

"As a result of promotion of the BBB program, responses were received from several community groups (neighborhood associations, councils, community centers, alumni associations, etc.)

Project Coordinator
Pioneer Community College
Kansas City, MO

"Thanks for the new release! Several organizations called requesting assistance after it was in the newspaper."

Project Coordinator
Broward Community College
Pembroke Pines, FL

Q. *Were any technical assistance materials developed through the project that other non-participating colleges or agencies might use?*

A. Two printed products designed to provide information about voluntary board members and establishing BBB programs were developed during the project. The materials include a replication manual that provides "how-to's" for establishing a Building Better Boards project within community colleges, and an annotated bibliography entitled *Breaking the Boardom* that lists over 300 printed resources in the area of volunteer board leadership. Currently, decisions are being made regarding the distribution of these products, however, it is expected that they will be available to purchase from AACJC within the next few months.*

**Breaking the Boardom* is currently available through the Citizen Involvement Training Project, 225 School of Education, University of Massachusetts, Amherst, MA 01003. Cost is $6.00 plus postage and handling.

BUILDING BETTER BOARDS - EVALUATION FINDINGS

Target Group: *Program Faculty*
Rationale: Expectations and Reality

ITEM	RESPONSE	COMMENTS
1. Were your expectations for the course accurate?	41% yes, very accurate 47% yes, quite accurate 12% yes, somewhat accurate	
2. How would you rate the overall impact that the Building Better Boards project has had on the individuals participating in the programs?	50% a lot of positive impact 50% some positive impact	**Examples of Impact** - Invitations by participants to do similar programs for other organizations in which they are involved. - Several organizations that have participated have sought further assistance in fund-raising and management. - Attendance high; breaktime and after class discussions centered on class subjects. - Personal comments from participants and quality of questions asked during the final session. - Board members have indicated that their meetings have improved since being in the class.

BUILDING BETTER BOARDS - EVALUATION FINDINGS

Target Group: *Program Participants - Pre Survey* (prior to taking a class)
Rationale: Expectations, needs, and current skills

ITEM	RESPONSE	COMMENTS
1. How would you describe your level of experience related to the content of this program?	40% beginner 54% intermediate 6% expert	
2. Why have you decided to enroll in this offering?		- To obtain more information about board responsibilities. - Board has great need, little expertise. - Develop contacts with colleagues. - Looking for new ideas about working with boards. - To better participate in board meetings.

Target Group: *Program Participants - Post Survey* (immediately following a program)
Rationale: Reality, impact

1. Did the program meet your expectations?	50% yes, completely 47% yes, generally 3% no, rarely or no, not at all	
2. Do you believe you will a be more effective board member/executive director because of your participation in this program?	43% yes, much more effective 50% yes, somewhat more effective 5% no, about as effective 2% maybe, I cannot tell yet	- Increased knowledge about board roles. - Offered new ways of looking at board problems. - Better able to use parlimentary procedure for specific strategies.
3. How would you rate the overall impact of this program on you?	55% a lot of positive impact 42% some positive impact 2% no impact 1% some negative impact, or a lot of negative impact	-Good, useful ideas for overcoming board obstacles. - Got board members to think about their importance in the community. - Able to relate my experiences to examples given. - New approaches to old problems.

BUILDING BETTER BOARDS - EVALUATION FINDINGS

Target Group: *Program Participants - Follow-up Survey* (one year after course)
(Regional center colleges only)
Rationale: Impact and Utility

ITEM	RESPONSE*			COMMENTS
	Generic	Tailor-made	Technical Assistance	
1. Rate the overall utility (usefulness) of the program for you. 1 = very useful 4 = not at all useful	1.5	1.3	1.7	
2. As a board member in the last year were you able to use any acquired skill or knowledge from your participation in the BBB program?	83% yes	91% yes	69% yes	- Understand legal liabilities - Taking minutes - Setting agenda - Decision-making and problem solving
3. Impact of the program on:				
Skills as a board member	7**	7	6	
Understanding of your role as a board member	8	8	8	
Your feelings about being a board member 1 = no impact 10 = tremendous impact	7	8	7	
4. Do you believe you are a more effective board member because of your enrollment in the BBB program?	70% yes	94% yes	75% yes	- Better understanding of role and responsibilities - Understanding of parliamentary procedures - Understanding of legal liabilities - Gained problem-solving skills

*Various types of courses (generic, tailor-made, and technical assistance) were selected to be used in the survey. The data analysis indicates that tailor-made programs have the greatest impact and are the most effective.
**Designates median score. Median is the score where 50% rated the item higher and 50% rated the item lower. Therefore, it is the middle most score.

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BUILDING BETTER BOARDS - EVALUATION FINDINGS

Target Group: *College Presidents*
(Regional center colleges only)
Rationale: Program need, sense of impact

ITEM	RESPONSE	COMMENTS
1. How would you rate the overall impact of this project on the community?	50% a lot of positive impact 50% some positive impact	**Examples of Impact** - Increased cooperation between community groups. - Strengthening association between colleges and community leaders. - Visibility and positive public relations for the college.
2. Are there new needs you have identified which you would like to see the Building Better Boards program address?	100% yes	- Training programs for profit boards. - Training programs for non-profit paid staff. - Training individuals to become "board trainers."
3. Have there been any spinoffs or unexpected outcomes from the Building Better Boards project?	33% yes, a lot 67% yes, some	- Access to leadership in the community. - Received endorsement and promotion of BBB program through the Governor's Office of Voluntary Citizen Participation. - Development of a bi-monthly newsletter and ongoing articles from well-known consultant and author in boardmanship. - First-time development of a directory of nonprofit organizations.

BUILDING BETTER BOARDS - EVALUATION FINDINGS

Target Group: *Community Leaders*
(Regional center colleges only)
Rationale: Program need, and impact

ITEM	RESPONSE	COMMENTS
1. In your mind, is there a need for a program to educate board members?	87% yes, definitely 13% yes, probably	- Board members are often unaware of their roles and responsibilities. - Board members lack board skills or are inexperienced. - Community programs can succeed or fail due to the ability of boards.
2. At this point in time, do you think the BBB project has had an impact on the community?	9% yes, extensive impact 25% yes, a lot of impact 54% yes, some impact 8% yes, a little impact 4% no, no impact	**Examples of Impact** - Raised awareness of board responsibilities. - Purchased or inquired about liability insurance. - Wrote constitution and by-laws. - Developed goals and objectives.
3. Do you think the current focus of the Building Better Boards project is appropriate?	96% yes	- Comprehensive, multi-faceted, well-rounded. - Fulfills a real community need. - Focuses on skills and knowledge to improve effectiveness of boards. - Need more individualization - new vs experienced or individual boards.

BUILDING BETTER BOARDS PARTICIPATING COLLEGES

NORTHEAST REGION

Tunxis Community College	Farmington, CT
Harford Community College	Bel Air, MD
Catonsville Community College	Catonsville, MD
Greenfield Community College	Greenfield, MA
Burlington County College	Pemberton, NJ
Somerset County College	Somerville, NJ
Gloucester County College	Sewell P.O., NJ
County College of Morris	Randolph, NJ
Bergen Community College	Paramus, NJ
Mercer Community College	Trenton, NJ
Brookdale Community College	Lincroft, NJ
Suffolk County Community College	Riverhead, NY
Schenectady County Community College	Schenectady, NY
Orange County Community College	Middletown, NY
Sage Junior College of Albany	Albany, NY
Jefferson Technical College	Steubenville, OH
Lorain County Community College	Elyria, OH
Stark Technical College	Canton, OH
Central Ohio Technical College	Newark, OH
Westmoreland County Community College	Youngwood, PA
Delaware County Community College	Media, PA
Northampton County Area Community College	Bethlehem, PA
Community College of Philadelphia	Philadelphia, PA
Lehigh County Community College	Schnecksville, PA
Community College of Rhode Island	Lincoln, RI
Northern Virginia Community College	Annandale, VA
Parkersburg Community College	Parkersburg, WV

NORTH CENTRAL REGION

Thornton Community College	South Holland, IL
College of DuPage	Glen Ellyn, IL
Oakton Community College	Des Plaines, IL
Kishwaukee College	Malta, IL
Illinois Central College	East Peoria, IL
State Community College	East St. Louis, IL
John Wood Community College	Quincy, IL
Lincoln Trail College	Robinson, IL
Rock Valley College	Rockford, IL
Moraine Valley Community College	Palos Hills, IL
Black Hawk College	Moline, IL
Morton College	Cicero, IL
Iowa Lakes Community College	Estherville, IA
Northeast Iowa Technical Institute	Calmar, IA
Eastern Iowa Community College District	Davenport, IA
North Iowa Area Community College	Mason City, IA
Elizabethtown Community College	Elizabethtown, KY
Southeast Community College	Cumberland, KY
Prestonsburg Community College	Prestonsburg, KY
Bay de Noc Community College	Escanaba, MI
Macomb Community College	Warren, MI
Muskegon Community College	Muskegon, MI
Schoolcraft College	Livonia, MI
Lansing Community College	Lansing, MI
Willmar Community College	Willmar, MN
Pioneer Community College	Kansas City, MO
St Louis Community College District	St. Louis, MO
Lima Technical College	Lima, OH
Northwest Technical College	Archbold, OH
Edison State Community College	Piqua, OH
Waukesha County Technical Institute	Pewaukee, WI
Lakeshore Technical Institute	Cleveland, WI
Nicolet College and Technical Institute	Rhinelander, WI

SOUTHERN REGION

Shelton State Community College	Tuscaloosa, AL
S. D. Bishop State Junior College	Mobile, AL
Broward Community College - South Campus	Pembroke Pines,, FL
St. Petersburg Community College	St. Petersburg, FL
Chipola Junior College	Mariana, FL
Palm Beach Junior College	Lake Worth, FL
Edison Community College	Fort Myers, FL
Florida Junior College at Jacksonville	Jacksonville, FL
Valencia Community College	Orlando, FL
Brevard Community College	Cocoa, FL
The Northeast Mississippi Junior College	Booneville, MS
Mississippi Gulf Coast Junior College	Perkinston, MS
Carteret Technical College	Morehead City, NC
Southeastern Community College	Whiteville, NC
Davidson County Community College	Lexington, NC
Martin Community College	Williamston, NC
Spartanburg Technical College	Spartanburg, SC
Orangeburg-Calhoun Technical College	Orangeburg, SC
Aiken Technical College	Aiken, SC
York Technical College	Rock Hill, SC
Midlands Technical College	Columbia, SC
Horry-Georgetown Technical College	Conway, SC
Chattanooga State Technical Community College	Chattanooga, TN
Dyersburg State Community College	Dyersburg, TN
Shelby State Community College	Memphis, TN
Paul D. Camp Community College	Franklin, VA

MOUNTAIN PLAINS REGION

Grant MacEwan Community College	Edmonton, Alberta Canada
Northeastern Junior College	Sterling, CO
Aims Community College	Greeley, CO
Colby Community College	Colby, KS
Hutchinson Community College	Hutchinson, KS
Salish Kootenai College	Pablo, MT

Metropolitan Technical Community College	Omaha, NE
San Juan College	Farmington, NM
New Mexico Junior College	Hobbs, NM
Northern New Mexico Community College	Espanola, NM
Bismarck Junior College	Bismarck, ND
Oglala Lokota College	Kyle, SD
Frank Phillips College	Borger, TX
Henderson County Junior College	Athens, TX
Amarillo College	Amarillo, TX
Paris Junior College	Paris, TX
San Antonio College	San Antonio, TX
Utah Technical College at Provo-Orem	Provo, UT
College of Eastern Utah	Price, UT
Eastern Wyoming College	Torrington, WY
Central Wyoming College	Riverton, WY

FAR WEST REGION

Kenai Peninsula Community College	Soldotna, AK
Ketchikan Community College	Ketchikan, AK
Anchorage Community College	Anchorage, AK
South Mountain Community College	Phoenix, AZ
Modesto Junior College	Modesta, CA
Los Angeles Trade- Technical College	Los Angeles, CA
American River College	Sacramento, CA
Napa Valley College	Napa, CA
El Camino Community College	Torrance, CA
Chaffey Community College	Alta Loma, CA
West Los Angeles College	Culver City, CA
Truckee Meadows Community College	Reno, NV
Southwestern Oregon Community College	Coos Bay, OR
Lane Community College	Eugene, OR
Rogue Community College	Grants Pass, OR
Clackamas Community College	Oregon City, OR
Portland Community College	Portland, OR
Umpqua Community College	Roseburg, OR
Lower Columbia College	Longview, WA

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